Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a

Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

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| Your Name | Alyssa McLean |
| What is the performance task for your unit? | Movie Trailer |
| What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required) | They may use any program that allows them to make a movie. I used Adobe Premiere Pro. |
| Lesson # in which students will create the performance task | Lesson #6 |

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

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| Pre-requisite skill student will need to be able to successfully create the performance task | URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder) | How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity. |
| Students will need to know how to create and outline or a storyboard for their movie (or any other organizing skill). | Storyboards: <https://www.storyboardthat.com/> This website allows you to create your own storyboards and illustrations.  Outline: <http://www.wikihow.com/Write-an-Outline> This website gives examples of outlines and demonstrates how to use them. | Before this lesson, students will be required to make an outline for the podcast they will make and for a blog entry. |

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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| They will also need to know how to save images from an internet browser onto their desktops. | For windows: <http://windows.microsoft.com/en-us/windows-vista/save-a-picture-from-a-webpage> This webpage gives step-by-step directions for saving images from the internet.  For Mac: <http://www.youtube.com/watch?v=7AFX8iuDeF0> This video shows you step-by-step how to save images. | While students are creating their collages, we will learn how to save images. |
| They will need to know how to find the original source of the image/graphic. | <http://www.youtube.com/watch?v=j7k1n0s_bb4>  This shows a way of finding the original source of images by searching Google through the image. | While working on their collages we will do an in-class activity on finding the original source of a picture. |
| They will need to know whether they can use the pictures. | <http://www.socialmediaexaminer.com/copyright-fair-use-and-how-it-works-for-online-images/>  This post explains the copyright laws and how to follow them and their exceptions. | For their collage they will have to find a picture from the public domain, the creative commons, and one they get permission to use. |

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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| Students will need to know how to use the program they are using to make their movie. | For Premiere Pro: <https://helpx.adobe.com/creative-cloud/learn/start/premiere.html> This website walks you through the creation of a Premiere Pro movie with a video they created using Premiere Pro.  For Microsoft Movie Maker: <http://windows.microsoft.com/en-us/windows-vista/getting-started-with-windows-movie-maker>  This website provides all of the instructions for Microsoft Movie Maker.  For iMovie: <http://support.apple.com/kb/ht2479>  This is a link to the apple website and provides links to tutorials for iMovie. | We will make a mini-movie to post in our character blogs that uses one of these programs. |

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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| Students would need to find how to change the file in the program they used. | For Premiere Pro: <http://www.mediacollege.com/adobe/premiere/pro/export/> For Microsoft Movie Maker:  <http://windows.microsoft.com/en-us/windows-vista/convert-music-videos-and-pictures-from-one-format-to-another>  For iMovie: <http://www.youtube.com/watch?v=Yzd45PXnICw> | When we create the mini-movie for their character blogs they will already learn how to do this to be able to embed into their blogs. |

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki’s privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter’s tools in PowerPoint, etc.)

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| Students will need to know how to upload their movies onto a website or YouTube. | How to upload to YouTube: <http://www.youtube.com/watch?v=_O7iUiftbKU> | During the hook for lesson one, where students go to historic buildings around town, they could video tape their travels and we could upload each onto YouTube. |